

**University of Kentucky
CPE Committee on Equal Opportunities
Campus Visit October 16 & 17, 2006
Recommendations and Responses**

General

General #1

The university should strongly consider as it implements the new Vice President for Institutional Diversity position, making the position part of the president's cabinet. However, if that is not possible, the president should establish a reporting structure that allows direct report to the provost and a dotted line report to the president.

In accordance with the position description and position advertisement, the University of Kentucky Vice President for Institutional Diversity (VPID) will have dual reporting responsibility to the President and the Provost. As a tenured faculty member, the VPID is the senior administrative officer responsible for promoting collaboration across faculty, staff, administration and students in earnest pursuit of the University's diversity goals as articulated by the President and Provost. In particular, the VPID is charged with advising the President and Provost on implications of all academic, fiscal and administrative policy decisions; developing, implementing and evaluating the University diversity plan; and active involvement with community engagement around diversity issues.

The VPID will attend the President's staff meetings, and serve as the focal point in the Provost's Office for establishment of a climate which nurtures and sustains diversity in all spheres of the University. In addition to other responsibilities, the VPID will ensure that general education and major program curricula are sensitive to the needs of all students, work with University offices to develop pre-collegiate programs, participate in research concerned with policy and practices related to education, and provide leadership to diversity outreach programs and services.

General #2

The new Vice President for Institutional Diversity should quickly develop relationships within the university community, particularly among the African American leadership where credibility is key to student recruitment, support for university programs and activities, and maintaining the university reputation.

The mission of the Office of the Vice President for Institutional Diversity is to assume primary responsibility for nurturing and strengthening an institutional culture that fosters diversity in all of its dimensions. That said, the 2006-2009 UK Strategic Plan states that the promotion of an institutional culture that embraces and affirms the constitutive value of diversity is a shared responsibility of all units and constituencies across the University. The Vice President for Institutional Diversity will be expected through thoughtful and deliberate networking to take the lead in the articulation of a philosophy of shared responsibility for diversity. In particular, the Vice President for

Institutional Diversity will be expected to develop strong professional relationships with senior academic administrators like college deans and vice presidents to implement an agenda of cultural change. Both the President and Provost will hold the Vice President accountable for demonstrable success in this area. The University anticipates having the Vice President for Institutional Diversity hired and on campus no later than July 1, 2007.

General #3

The University of Kentucky athletic programs employ a strategy to identify, during summer camps, budding athletes and follow their development and maturation through middle and high school thereby automatically developing a pipeline of potential recruits with known attributes. The university should strongly consider adopting university wide the strategy (routinely used by intercollegiate athletics) to identify promising students during academic summer camps, seminars, or other opportunities and share the data base with the colleges and departments so that promising students can be cultivated for enrollment at UK.

The University of Kentucky supports the strategy to utilize summer camps, seminars and other opportunities (similar to athletic recruitment) to identify middle and high school students. At present, the University already supports and participates in the College of Engineering Fair and Engineering Day along with close alignment with the UK Engineering Alumni Club to host Engineering student programs/receptions. Other examples include the College of Education – Educator’s Fair, College of Agriculture “Round-Up” along with the Explore UK Day, support of the Annual Science Fair, and Minority College Awareness Program (MCAP). Through classes, individual attention, and social interaction, MCAP prepares African American and other under-represented minority students for success in postsecondary education. The program is free to students in grades 2 through 12. In addition, the University has worked with UK Athletics to make available UK recruitment information--our plan is to expand on similar opportunities across all colleges (undergraduate and professional), other summer camp events – with the goal of supporting students earlier in the process and provide educational/enrollment information throughout the middle and high school career. All prospect information will be maintained in our new SAP/Campus Management database and provided to academic and support units across the UK campus.

General #4

The committee strongly encourages the university to develop innovative strategies to increase the representation of African Americans at the highest level of policy development, particularly since such positions rarely become available.

UK Human Resources has several existing programs and procedures that currently are designed to address this recommendation. Additionally, HR is seeking new strategies to better address this need. These programs, procedures and initiatives are outlined below.

Employment Office – HR Employment currently advises all departments initiating a search in an executive, managerial or administrative position on the importance of making their search as inclusive as possible. Each employment representative encourages hiring officials for these positions to advertise outside the online employment

system. In addition, the following tools are currently under development and are designed to better position these individuals responsible for talent decisions to conduct an inclusive search and selection process:

- Reports will be made available to hiring officials that include demographics of applicant pool (not tied to specific individual applicants) to better identify/assess a diverse pool of applicants.*
- Return On Investment (ROI) measurement and past results analysis will be available to hiring officials in order to best determine what advertising options are most successful in developing a diverse pool of applicants for administrative positions*
- Applicant flow data including demographics provided to executive vice presidents and deans on monthly basis to better assist leadership in championing the importance of diversity.*

Humanity Academy -- The Humanity Academy's purpose is to develop a cohort of individuals into energetic and responsible champions of diversity and respect throughout the University. Their mission will be to define the concept of diversity; to establish a culture in which all individuals will be respected, valued and included; and to educate staff, faculty, students, and administrators to the economic potential of maximizing the talent, energy and experiences of a diverse institution. Goals of the Academy include:

- Examine the dimensions of diversity as they relate to the University of Kentucky*
- Better understand the vision, mission, and values of the University of Kentucky and the importance of a diverse workforce*
- Identify cultural differences/similarities that affect workplace productivity*
- Examine institutional policies/practices that impede a truly diverse workforce*
- Develop strategies to establish a workplace culture that encourages/embraces diversity*
- Make recommendations to appropriate departments/individuals to improve programs and services that have an impact on student/patient experiences*
- Learn facilitation skills and use those skills to facilitate diversity discussions*
- Develop techniques to identify/confront workplace discrimination*
- Identify the link between organizational and personal diversity effectiveness*

Students Issues

Student Issues #1

Students noted that student morale had increased as the university announced a resurgence of enrollment of African American students in fall 2006, but are concerned that the university's focus on increased diversity will wane quickly when public attention is no longer on the issue. They suggested and the committee agrees that the university should expand its effort to bring larger numbers of ethnic minority students into the institution.

It is noted that student morale has increased due to a resurgence of enrolled African American students in the fall of 2006. The Enrollment Management office is committed to continuing this focus. Enrollment Management employed additional African American staff in the Office of Undergraduate Admission and University Registrar, Visitor Center, and Student Recruitment Volunteer Program. In an effort for staff to be more informed, Enrollment Management has monthly diversity meetings with guest speakers to enlighten staff and encourage continued growth. Staff members also attend Diversity Conferences and workshops that focus on best practices. Enrollment Management made strong efforts to recruit a diverse population through targeted programs, such as Come See for Yourself; College Fairs which target minority students such as the Black College Expo & the 2nd Annual Educating Latinos Fair; targeted recruitment in diverse territories; recruitment in historically black churches; and conducting College Readiness Programs to promote testing skills and college preparation in general.

Student Issues# 2

Students noted that the increased number of African American faculty across some departments and colleges is encouraging and suggest that the university expand its efforts to bring greater levels of diversity to the faculty of all colleges and departments on campus. Students state that not enough African American faculty are employed by UK colleges and departments. Some students claim, depending on major, that they have never had an African American professor for a class during their tenure at UK.

The University is committed to increasing the number of underutilized faculty. Several colleges have had demonstrable success with a more interventionist hiring strategy as it relates to the diversification of the faculty. The Provost has instructed the Associate Provost for Faculty Affairs to assist all deans in the implementation of similar hiring strategies. The Vice President for Institutional Diversity will also be instrumental in helping identify and implement best practices from across the campus and nation.

Student Issues #3

Students indicated that more programs are needed to support the increased number of Hispanic students enrolling at UK. Like African American students, Hispanic students face difficulties with retention and program success. The committee suggests that the university review available programs to determine whether some type of combined support program structure that includes other ethnic minorities is warranted.

All student support programs are undergoing review, including those that target specific populations. Programs currently predominately serving African American students have

begun to make service available to a wider constituency of diverse students including Hispanic students.

The University has recently hired a Multicultural Student Affairs officer whose job duties include a broader focus on Hispanic and international students. The officer is working closely with the Latino American Student Organizations to expand multicultural programming that reflects Latino cultures.

Student Issues #4

Students indicated that it is unclear how students who are enrolled at the university on a scholarship, lose the scholarship because of GPA, but raise the GPA back to the scholarship level may regain the scholarship. The committee suggests that the university provide clear and concise information regarding the student privilege to reclaim a scholarship, i.e., are the funds awarded to another student or are they available to the student over the entirety of their four years at the institution.

Beginning with Fall 2007 William C Parker Scholarship offers, students are required to sign and return a scholarship acceptance form that indicates the requirements for renewal of the WCP award and the ramifications for failure to meet renewal requirements. The scholarship office will enhance its communication with all scholarship recipients, especially those students whose less favorable academic progress may compromise their continuing scholarship eligibility. All scholarship students are provided an appeals process should they fail to retain their WCP scholarship. The University has increased efforts to advise students that other forms of financial assistance are available through the Student Financial Aid Office.

Student Issues #5

Students noted the CARES Program is currently housed in a structure that severely restricts ease of use by students and suggest that the university reconsider the location and place the program in quarters more centrally located where parking is available. Also, the students noted that current staff levels do not allow counselors to attend to student concerns and do outreach in a timely manner.

The Provost has already funded two additional counselors. Much of the tutoring programs provided by CARES have been relocated to a large area in the Commons on South Campus that also houses The Study: a general student support/tutoring facility. The CARES Program will be evaluated along with staffing levels across units by the Vice President for Institutional Diversity in close consultation with the Provost. There is no immediate plan to relocate CARES from the South Limestone facility.

Recruitment, Admissions & Retention Initiatives

Recruitment, Admissions & Retention Initiatives #1

The university should promote financial access for students; financial aid is critical to students that may have lost access to scholarships or fall within the gap of not qualifying for federal grants/aid but have no scholarship. The availability of funds should be made known to students by the Financial Aid Office.

The Office of Student Financial Aid (OSFA) promotes the availability of both need-based and non need-based financial assistance by offering financial aid presentations at many on campus events including merit weekends, advising conferences, adult back to school workshops and various college and departmental events designed to recruit students and to familiarize them with the UK campus. A financial aid office representative also participates in all Admissions Preview Night events in the fall of each year. At the request of a particular college or department, OSFA staff will meet with currently enrolled students to discuss financial aid issues. Financial aid counselors are available in the financial aid office to assist prospective and currently enrolled students. An appointment to see a financial aid counselor is not required. OSFA publishes detailed information about available funding and financial aid application procedures and policies on its web page. Printed information is also available at the financial aid office. In addition to the above, many financial aid staff members conduct general Financial Aid Nights at local and surrounding area high schools to advise students and parents about the many types of financial assistance available and about general financial aid application procedures. OSFA staff members also advocate at the local, regional and national level for increased need-based funding for students.

Recruitment, Admissions & Retention Initiatives #2

The university should refine and build on the success from fall 2006 of increased admission and enrollment of African American and other minority students. Concern was raised regarding consistency of commitment and allocation of resources to allow the diversity recruitment plan to fully blossom into a process that mirrors the overall enrollment process.

A significant University achievement was the merging of multicultural recruitment with undergraduate and transfer recruitment efforts, which were operating separately before 2005/2006. In addition, Enrollment Management was given additional funding for diversity recruiter positions and additional scholarship monies to assist diversity enrollment efforts. The recruitment staff has been given the opportunity to attend many diversity workshops and conferences that focus on best practices. The recruitment staff is very committed to diversity efforts and works hard to continue the success already achieved. In 2007, the University adopted an enrollment management model that integrates under the purview of an Assistant Provost for Enrollment Management the offices of Student Financial Aid, Academic Scholarships, Student Billing Services, and the offices of Undergraduate Admission and University Registrar. This enrollment management model strengthens the University's commitment to the efficient use of resources and to improvements in the coordination and communication across offices to enhance the services those offices provide to students. Furthermore, this enrollment model enables the University to permeate an ethos of inclusion as a prime directive

across enrollment management. The adoption of a holistic admissions application is an example of the way in which these units under the new enrollment management model have been transformed.

Recruitment, Admissions & Retention Initiatives #3

The university should increase its presence and connectedness in the African American community and continue to use targeted marketing materials; however, the materials should be integrated into the general marketing program of the university to ensure that a consistent message regarding diversity is received by the public.

The University recently created a position in the Office of University Engagement, that of Assistant Vice President for Community Engagement. The position has been filled by a professional person who has had demonstrable success in similar work elsewhere at UK and has significant ties to African American communities in Lexington and beyond. While the Assistant Vice President will be responsible for building broadly based partnerships and linkages with local and regionally communities, the Assistant Vice President will also have a specific responsibility to deepen UK's relationships with the African American communities across Kentucky. The Vice President for Institutional Diversity will be responsible for monitoring UK's marketing activities to ensure that value of diversity is a central and consistent element of all campaigns.

Recruitment, Admissions & Retention Initiatives #4

The university should identify scholarships to support transfer students from the community and technical colleges, and align scholarship policies with time to graduation, particularly if the average time to graduation is six years.

Beginning with Fall 2007, the University will implement the Trustees Scholarship Program for students transferring from an accredited institution. The program provides a three-tiered program, with eligibility based on completed hours and academic performance at their current institution. In addition, the William C Parker Scholarship Program provides diversity scholarships to transfer undergraduate students.

Recruitment, Admissions, and Retention Initiatives # 5

The university should investigate using detailed retention data by department and college to strengthen retention strategies and evaluate the value of a retention committee to focus exclusively on the retention of underrepresented minority groups at both the undergraduate and graduate level.

Undergraduate Education

A set of new retention initiatives to impact all undergraduates is currently under review by the Provost. Included among those recommendations is an academic success committee to be chaired by the Associate Provost for Undergraduate Education. Consideration of special retention needs of minority students will be included in the charge of this committee, and a representative from CARES will serve on the committee.

Other programs and efforts geared toward undergraduate retention are:

Committee for Research and Analysis on African American Student Success:

In 2006 the Interim Provost formed a committee comprised of senior faculty and administrators to conduct research and analysis on the success of African American undergraduate students at the University of Kentucky. The report's findings have engendered changes and enhancements across those units that have principal responsibilities for multicultural student affairs and will guide new outreach initiatives, notably those that target students of color in the middle schools years. In addition, the report identifies a wide-ranging set of programs and initiatives that could be undertaken by academic and co-curricular units across campus that have shared responsibility for the success of African American students. This committee on the success of African American students has been asked by Provost Subbaswamy to continue its work and report regularly to him.

CARES undergraduate programs include tutoring, study groups, study skills workshops, academic planning and monitoring, career exploration and networking opportunities, workshops that focus on personal development issues and review sessions for graduate and professional tests.

Freshmen Programs:

The Freshman Summer Program (FSP) is an academically intensive program designed to improve the retention of students admitted to the University of Kentucky. Students enroll in college courses, attend workshops that introduce them to campus resources and participate in social and cultural activities.

Science Living-Learning Community is targeted to students interested in pursuing a math or science major. The program uses a collaborative learning model to aid in student comprehension and mastery of the selected subject. Participants live together and enroll in University Orientation, General Chemistry Courses, and Chemistry Excel Workshops (taught in their residence hall). This program is a partnership between CARES, Residence Life and the Chemistry Department.

The Critical First-Year Program is an academic support program designed to assist first-year students in making a successful transition from high school to college. The goal of the program is for students to earn at least a 3.0 grade point average at the end of their freshman year. The following are components of the program: Multicultural Student Orientation, Tutoring, First Year Focus Seminars, Professor Letters, Academic Progress Sessions, Peer Mentoring and Study Groups.

Sophomore and Junior Program:

Project CSI: Co-oping, Shadowing and Interning is a career-oriented program for sophomores and juniors that focus on providing opportunities to gain first-hand knowledge and experience in their career interest areas. Through workshops, seminars and communication with the Sophomore/Junior Counselor, students learn about various occupations as well as co-op, shadowing and internship opportunities. Students will also learn about research, study abroad opportunities and the National Student Exchange

Program. Participants gain valuable knowledge and are exposed to opportunities in their field of study and begin to build an impressive resume.

Senior Program:

SOAR was created to continue the support from the freshman year through to the senior year. The focus of the program is on professional and leadership development that will enhance career preparedness. All students with at least 90 credit hours are eligible to participate in SOAR activities.

SOAR Components include the following:

Senior Leadership Series - A series of workshops to develop leadership skills that will enhance the student's resume and increase their marketability.

Occupations -- Students meet with professionals (alumni) to learn about their on-the-job experiences.

Academic Planning - Final check-list to graduate (academic progress sessions) and Graduate School information and preparation (GRE/GMAT workshop, Graduate School Showcase)

Resources - Senior newsletter and resume critiques and professional references

Graduate Education

Recruitment of top-quality graduate students must be matched by careful stewardship of retention rates, time-to-degree, and eventual placement of graduates into appropriate career paths. Based on a report in 2005 from the Council of Graduate Schools, surveys indicate that attrition is greatest among the first 3 years of graduate training. This fact alone indicates that any efforts to improve retention, and ultimately time-to-degree and job placement, should concentrate on the early phases of training. Special attention to retention and time-to-degree needs to occur in the case of minority recruits. On this issue, the Office of the Associate Dean for Graduate School Recruitment should be strengthened, but this is a difficult task because the Graduate School has dissimilar departments spread across the campus. There are a number of national organizations for minority graduate students, and local chapter affiliations and national memberships should be encouraged across departments. Minority graduate students should also take advantage of external funding opportunities. There should be encouragement to develop minority graduate student organizations such as a Hispanic student association and an Asian-Pacific student association, which can complement existing organizations such as the Black Student Union. In addition, there should be a mechanism that bridges these and existing student groups to consolidate and collaborate with the Graduate School. Also, there should be mechanisms in place that encourage interaction and awareness between the minority graduate student population and the university as a whole. Strategies include:

- Establish support for Graduate Student Minority Affairs in the Graduate School*

so that, in addition to recruitment, it is integrated more fully into the monitoring and support of progress for minority graduate students.

- *Create “cultural competence” workshops for faculty and/or for graduate students*
- *encourage minority students to apply for external and internal funding (research grants, travel grants, training grants)*
- *organize professional development workshops and mentoring workshops geared particularly toward minority students*
- *establish a central student group to bridge existing minority graduate student organizations that would transcend departmental or disciplinary boundaries*

Recruitment, Admissions, and Retention Initiatives #6

The university should consider the value of linking several key programs/services (degree audit, faculty advising, and retention) to officially inform the students of their status toward fulfilling the requirements for graduation at the beginning of each academic year. A formal process of notifying students of their status should increase retention and the graduation rate.

The University, through the Registrar’s Office, has implemented a degree audit system (APEX), which initially was released to professional and faculty advisors who assumed primary responsibility for advising. The system has been enhanced enabling students to do their own degree audits, either to explore possible majors or assess their progress toward graduation in their current majors. Universal use of the University’s degree audit system will be in place by 2007. Additional interventions (including issuing of mid-term grades and more frequent contact from academic advisors) are being planned for implementation in 2007. All students will be properly informed of these new initiatives during summer advising conferences and throughout their academic careers at UK. The University has recently created a new position, Assistant Provost for Integrated Academic Services, with a primary assignment to interconnect the principal academic services that support faculty success in teaching and student success in learning.

Recruitment, Admissions, and Retention Initiatives # 7

The university should consider reviewing the case load of counselors who assist sophomores and juniors. Faculty and staff indicated that the counselor to student ratio is approximately 1:300. There is concern regarding the effectiveness of the interaction and limited individual attention to students.

The University of Kentucky proposed budget for fiscal year 2007-08 includes a Top 20 enhancement pool, a significant allocation of funding to invest in those programs, initiatives and staff enhancements deemed most likely to produce the greatest improvements in student success and subsequent progress toward graduation. The Provost anticipates that investments in hiring more professional advisors will be a top spending priority.

The Provost has already funded the addition of staff for CARES, and there will be continued monitoring of counselor loads.

Communication

Communication #1

The university should utilize more effectively the relationship channels identified for recruitment activities to also establish a reliable link with the leadership in African American communities. These relationships are critical to building the level of trust needed to consistently increase the applicant pool and enrollment of students at UK.

Currently Enrollment Management staff partner with many organizations and individuals in the community to establish and strengthen diversity relationships. Enrollment Management staff have worked closely with GearUp Programs, the Lincoln Foundation, Quest, Black Achievers, the Urban League, Big Brothers/Big Sisters, the Black Archdiocese in Louisville, to name only a few partnerships. The staff members have also worked with campus student groups, such as the Black Student Union, to promote diversity and gain a better understanding of what is needed to attract minority students to the University of Kentucky. These initiatives build upon and strengthen those “relationship channels” that link UK with the leadership in African American communities.

Communication #2

A consistent message of inclusion is not presented by colleges and departments across the university. The university should promote consistency of messages from departments and colleges. Focus group discussions indicated that some departments promote the Postsecondary Education Public Agenda and the UK Business Plan to reap the benefits of a supportive diverse environment; however, other departments do not.

The 2006-2009 UK Strategic Plan explicitly states that diversity goals are a shared and fundamental responsibility of all units and constituencies across the University. The Provost, working closely with the Vice President for Institutional Diversity, will implement a series of systemic strategies through the council of deans and other higher-level administrative bodies to underscore the importance of diversity and inclusion as constitutive values of the University. These redoubled efforts will reach into the classroom through curricular reform, notably at the undergraduate level. The Provost has committed to a revision of general education that sets an expectation for the inclusion of curricular material in a common course of study that examines the fabric of American society, from both historical and contemporary perspectives, and includes a principal exploration of the ways in which race, ethnicity, class, gender, and globalization shape the shared and disparate experiences of Americans. These courses will explore the complexities of living in a pluralistic and diverse contemporary society.

Communication #3

The university should consider establishing a central location where faculty and staff may obtain information and provide input/suggestions regarding the Research Challenge Trust Fund (Bucks for Brains). Some faculty, who are presently not involved, advocated for an opportunity to have information and input regarding various Bucks for Brains programs at UK.

Overseen by the Office of the Vice President for Research, the Research Challenge Trust Fund is designed to advance the economic success of Kentucky and its citizens through

education and research. RCTF provides Kentucky's universities support for ongoing efforts to attract and retain renowned faculty and researchers. Development opportunities that lead to donor gifts for Research Challenge Trust Fund in support of faculty hires most often arise from dean or department chair initiatives spawned in close consultation with unit faculties. Comprehensive information may be found in the Vice President for Research Office or on the University of Kentucky Research website. RCTF inquiries are welcome.

Communication #4

Faculty and Staff suggested that the university investigate the advantages of having an ombudsman, an individual that has credibility among African American and other ethnic minorities, to receive input on important issues and interface with the president.

Human Resources representatives and the Office of Institutional Equity and Equal Opportunity officials frequently engage and resolve faculty and staff issues as listed in the campus visit report. It is anticipated that the role of the Vice President of Institutional Diversity (VPID) will also assist in this area.

Human Resources currently offers the following related services that sufficiently meet the needs outlined by faculty and staff in combination with the services and support provided by the Office of Institutional Equity and Equal Opportunity and the anticipated support from the VPID.

Employee Relations Office: *The Employee Relations Office assists the University community by encouraging a positive work environment and positive working relationships. The Employee Relations Office educates and guides employees, administrators, managers, and supervisors on a variety of employee relations' issues. The Employee Relations Office promotes mutual respect among a diverse population of the University community and supports proactive intervention. The staff presently consists of 4 employee relations professional positions that accommodate over 300 contacts per month. Issues include policy interpretation, coaching and providing feedback for supervisors and employees, providing guidance on resolving conflict and resolving performance issues.*

Work-Life Office: *The University of Kentucky values effective balance of work life and personal life of all employees and strives to be an employer of choice. UK Work-Life Office supports this effort and goals UK Work Life is dedicated to develop and support initiatives throughout the university aimed at enhancing organizational and workplace effectiveness and productivity, and employee engagement and satisfaction in the work environment. Work-life understands that faculty and staff can contribute their best efforts to the University of Kentucky and the community when they can effectively manage their personal life and family responsibilities with work. Through a recent campus-wide survey the Work-Life Office is distributing data throughout the campus and creating recommendations through subcommittees that will be considered for implementation over the next years.*

Related University Services

REFER: An on-campus employee assistance program resource, REFER is a unit within the Family Studies Department that is dedicated to assisting employees with life-challenging issues (emotional stress, communication issues, substance abuse, legal/financial issues, family and marital concerns, retirement concerns, etc.). REFER offers an initial, free of charge assessment and counseling session. Follow-up visits are based on a sliding fee scale or clients are referred out to services that are covered by a health insurance plan. Intakes average 100-150 per year with approximately 40 active clients per month.

Office of Institutional Equity and Equal Opportunity

The mission of the Office of Institutional Equity and Equal Opportunity is to promote an environment free of discrimination and inequity in accordance with the University Strategic Plan, and with federal and state equal opportunity statutes and regulations.

This office is charged with:

- Collaborating with the Kentucky Council on Postsecondary Education Committee on Equal Opportunity
- Developing and disseminating the University Affirmative Action Plan
- Recommending and monitoring the attainment of employment goals
- Handling both formal and informal complaints of discrimination
- Training the University community on equal opportunity and affirmative action issues
- Fostering a diverse and inclusive learning and working environment

The Office of Institutional Equity and Equal Opportunity is responsible for upholding the University's commitment to equal opportunity for all members of the University community in academic programs, research, service and employment.

Communication # 5

The university indicated that the CARES program is open to all students but mandatory for scholarship recipients. Students believe that the CARES Program is currently available only to scholarship recipients. The university should review its communications strategy to ensure that all students are encouraged to access the CARES Program to obtain critical academic support services.

A detailed and comprehensive communication plan will be implemented for all students who have access to CARES. Most students, however, are aware that service through CARES is not contingent on scholarship status. After considerable discussion with various advisory committees on how the University might better blend its specific concerns for effective communication with and support of African American students with those of all students, the Provost decided to integrate multicultural programming and academic services into the units that are primarily responsible for the delivery of similar activities to all students within each level of degree study. At the undergraduate level, the Office of the Vice President for Student Affairs and the Office of the Associate Provost for Undergraduate Education would assume primary responsibility for multicultural programming and academic services, respectively. The preponderance of funding for these programming activities and academic services would emanate from the Office of

the Vice President for Institutional Diversity, although the Vice President for Student Affairs and the Associate Provost for Undergraduate Education would be expected to augment those funds. In a similar vein, multicultural initiatives at the graduate and professional degree levels would be directed by the Dean of the Graduate School and the professional college deans, respectively, with the principal funding provided by the VPID and supplemental funding contributed by the professional college deans. The Provost will direct the appropriate unit administrators to produce and share with the Vice President for Institutional Diversity an annual evaluation of the multicultural programming and academic support services undertaken by their respective units. These unit administrators will be held accountable for accomplishing the diversity goals they establish each year in consultation with the Vice President for Institutional Diversity. The academic colleges also have an important role to play in these matters. The Provost will expect deans and their faculties to develop, implement and assess a broad array of events, services and curricular material for students that reflect the University's abiding commitment to diversity.

Advancement & Upward Mobility

Advancement and Upward Mobility #1

The university should consider implementing a public recognition and financial rewards program that acknowledges the success of deans and chairs for achieving diversity objectives, i.e., the recruitment and retention of African American faculty, students, and staff. A rewards program should benefit the entire department or a program within the department.

And

Advancement and Upward Mobility #2

The committee strongly encourages the inclusion of a diversity accountability measure in the formal evaluations of deans and chairs (this approach may help departments and colleges to view diversity as a priority and also support item #1 above).

The recruitment and retention of a diverse faculty and student body are job expectations on the part of deans. Diversity accountability measures are a part of their formal evaluation. Best practices are being shared among deans. UK regards diversity to be a core value of the university. Departments are expected to embrace diversity because it is the right thing to do, not merely in response to financial rewards. The President and Provost provide special financial assistance to colleges to help them achieve diversity goals.

Advancement and Upward Mobility #3

The university should make known its formal program to assist selected junior faculty and staff with career advancement or completion of a terminal degree (the UK program is not well communicated to junior faculty and staff).

The University encourages self-improvement and career growth of regular, full-time employees through the Employee Education Program. With enrollment into the EEP program the university waives the tuition for employees. Employees are allowed 18 credit hours per academic year at a Kentucky Public University. According to Employee Education Program data for 2005-2006 academic year, approximately \$2.8 million in tuition waivers were awarded for UK total participation in the program.

Advancement and Upward Mobility #4

The provost should review the impact of the university's policy regarding service on formal committees on the limited complement of African American faculty. During focus group discussions, African American faculty noted that, given their limited numbers, the frequency at which they are asked to serve as minority representatives is overwhelming and fatiguing because they must also maintain a traditional course load in addition to serving on multiple committees.

University officials try to manage carefully the committee loads of all assistant professors. It is important that Assistant Professors develop a full portfolio of research and teaching during their probationary period. The University acknowledges that, in trying to achieve diversity in committee appointments, those senior African American

faculty who are very effective in service activities are called upon time and again to serve. The ultimate solution, of course, is to increase the number of minority faculty. The University will create a central database to track the full service loads of all minority faculty, and better manage their service loads. In those cases where the university requires an undue service load on the part of any faculty member, the University will provide appropriate time relief and/or support.